

Unit Planning Guide: Grade 8 Unit 3 of 8

Unit Title: Everything's an Argument!	Pacing (Duration of Unit): weeks 11-15
Grade: 8	Buffer Day(s): 3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **W. 8.1 a-e Write arguments to support claims with clear reasons and relevant evidence.**
 - a. **Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**
 - b. **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**
 - c. **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**
 - d. **Establish and maintain a formal style.**
 - e. **Provide a concluding statement or section that follows from and supports the argument presented.**
- **RL .6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or**

WiDA Standards (ELL)

WIDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

- In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate

<p>humor.</p> <ul style="list-style-type: none"> • • RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.) • RI 8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <p><u>Supporting Standards</u></p> <ul style="list-style-type: none"> • SL .3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • L .7.4 a-d Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>language function expectations and scaffolds or supports.</p> <ul style="list-style-type: none"> • • • • <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- What techniques do writers use to persuade readers?
- What is humor, suspense, and irony and how do writers incorporate these techniques into their writing?

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can I change your mind?
- Does everything *have* to be an argument?
- How do authors create mood?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Argument
- Claims/Opposing claims
- Evidence
- Reasons
- Credible sources
- Understanding
- Cohesion
- Clarity
- Formal style
- Concluding statement
- Point of view
- Dramatic irony
- Suspense
- Humor
- Central idea

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Writing arguments to support claims
- Introducing, acknowledging, supporting, and distinguishing claims
- Creating cohesion and clarity through word choice
- Establishing a formal style of writing
- Providing a conclusion statement
- Determining and analyzing point of view
- Determining central idea of a text

Academic vocabulary: counterclaim

Strongly suggested anchor texts:

“Gettysburg Address” By Abraham Lincoln

“O Captain, My Captain” by Walt Whitman

“ I hear American Singing” Walt Whitman

“I Too” Langston Hughes